

2007 - 2008  
NCLB Programmatic Monitoring

Title I – A, Section 1115

LEA Targeted Assistance Checklist

Cycle  
2

LEA \_\_\_\_\_ Date \_\_\_\_\_

Person Completing Checklist \_\_\_\_\_ E-mail Address \_\_\_\_\_ Phone Number \_\_\_\_\_

I=IN COMPLIANCE

O=OUT OF COMPLIANCE

**DIRECTIONS**

1. Review LEA procedures and your Title I schools' Targeted Assistance Worksheets and Cycle 2 Compliance Activities Worksheets.  
Complete this LEA Targeted Assistance Checklist ensuring that all of your Title I Targeted Assistance schools have met all of the following requirements:
  - ☐ Mark **I** if the item is in compliance
  - ☐ Mark **O** if the item is out of compliance
  - ☐ Keep both worksheets and copies of your Title I schools' Targeted Assistance procedures on file.
2. For schools found out of compliance (**O**), complete the Cycle 2 Compliance Activities Worksheet by indicating:
  - ☐ the items out of compliance and how they will be addressed;
  - ☐ who will be responsible and
  - ☐ the date the items are brought into compliance.
3. Return the following to Ms. Bobbie Orlando, Monitoring Manager; Bin #32 at ADE by **December 1, 2007**:
  - ☐ this "LEA Targeted Assistance Checklist";
  - ☐ the completed Cycle 2 Compliance Activities Worksheet; and
  - ☐ LEA procedures for identifying eligible students

**Title I, Targeted Assistance Schools are schools that are not eligible for a schoolwide program or choose not to operate a schoolwide program. The LEA serving such a school may use funds received under this part only for programs that provide services to eligible children identified as having the greatest need for special assistance.**

**The LEA serves eligible children from the eligible population:**

- \_\_\_\_\_ children not older than 21 who are entitled to a free public education through grade 12;
- \_\_\_\_\_ children who are not yet at a grade level at which the LEA provides a free public education;
- \_\_\_\_\_ children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school;
- \_\_\_\_\_ children from preschool through grade 2 who are identified solely on the basis of teacher judgment, interviews with parents, and developmentally appropriate measures;
- \_\_\_\_\_ children who are economically disadvantaged, children with disabilities, migrant children, or limited English proficient children are eligible for services on the same basis as other children;
- \_\_\_\_\_ children who, at any time in the 2 years preceding the year for which the determination is made, participated in Head Start, Even Start, or Early Reading First program, or in Title I preschool services;
- \_\_\_\_\_ children in local institutions for neglected or delinquent children and youth attending a community day program for such children; and
- \_\_\_\_\_ children who are homeless and served by the LEA.

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**Each targeted assistance program:**

- \_\_\_\_\_ uses Title I resources to help participating children meet the academic achievement standards expected for all children;
- \_\_\_\_\_ ensures that planning for participating students is incorporated into existing school planning;
- \_\_\_\_\_ uses effective methods and instructional strategies that are based on scientifically based research;
- \_\_\_\_\_ gives primary consideration to providing extended learning time, such as an extended school year, before and after school programs, and summer programs;
- \_\_\_\_\_ helps provide an accelerated, high-quality curriculum, including applied learning;
- \_\_\_\_\_ minimizes removing children from the regular classroom during regular school hours for instruction;
- \_\_\_\_\_ provides instruction by highly qualified teachers;
- \_\_\_\_\_ provides opportunities for professional development with Title I resources for teachers, principals, and paraprofessionals, and others who work with participating children in Title I programs or in the regular classroom;
- \_\_\_\_\_ provides strategies to increase parental involvement; and
- \_\_\_\_\_ coordinates and integrates Federal, State, and local services and programs.